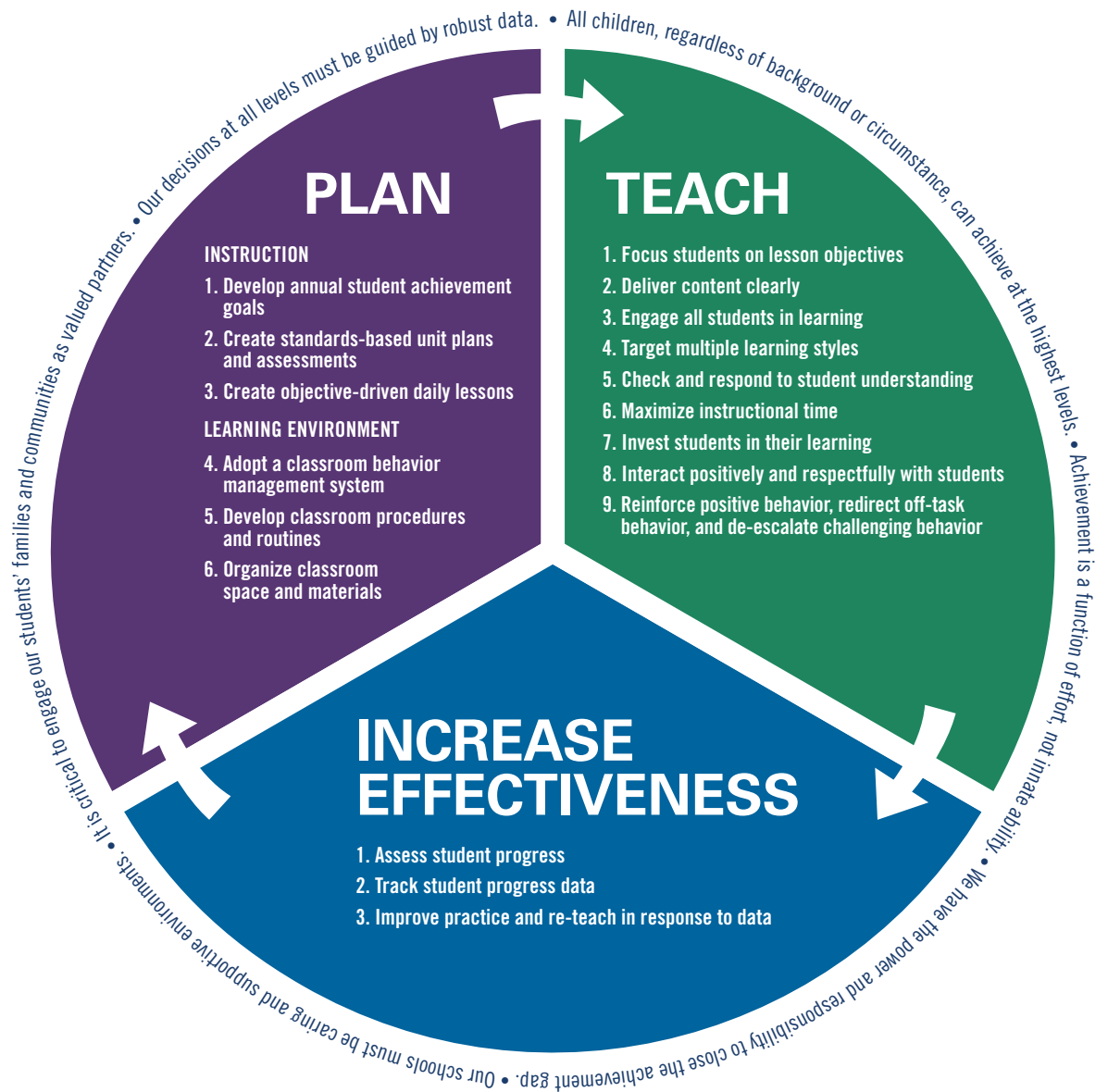


DCPS TEACHING AND LEARNING FRAMEWORK

EFFECTIVE TEACHERS ...

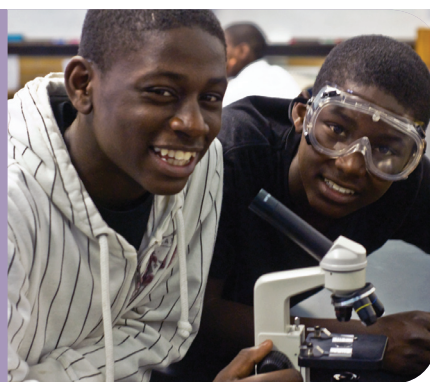


PLAN





EFFECTIVE TEACHERS ... DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS



1 WHY THIS IS IMPORTANT

Annual student achievement goals allow effective teachers to focus instruction on a central outcome. Additionally, these goals provide students with clear expectations for achieving at the highest levels.

2 WHAT THIS MEANS

Annual student achievement goals should be aligned to the content standards and should be:

Ambitious

- Goals that strive for students to achieve at a level beyond what their past academic achievement might predict.

Measurable

- Goals that can be clearly assessed and allow teachers to monitor student progress toward attainment.

Achievement goals should be ambitious but attainable. Along with setting high expectations for students, effective teachers also set their students up for success.

Students should be able to communicate the goals in a developmentally appropriate manner. Students should also be able to articulate how they will know they have reached the goals.



3

HOW TO DO THIS**1. Identify what outcomes, aligned to content standards, are most important for your grade level and/or course.**

- For instance, a second grade classroom might have a goal focused on increasing reading fluency (words per minute). A ninth grade algebra classroom might have a goal focused on scoring proficient on the end of course examination.

2. Use historical and current data to set a *measurable* goal that is likely to be ambitious for the average student.

- For instance, a teacher uses a combination of past achievement levels as well as diagnostic tests at the beginning of the school year to determine what is ambitious for the class.

3. Ensure that all students understand the goal and have a means of tracking their own progress towards the goal.

- For instance, students are able to track their progress toward their fluency goal by following their marker on a mountain displayed on a bulletin board in the classroom.

4

WHAT EXCELLENCE LOOKS LIKE

- Teacher develops an ambitious and measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.
- All or nearly all students (4 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.





EFFECTIVE TEACHERS ... CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS



1

WHY THIS IS IMPORTANT

By “planning with the end in mind,” effective teachers logically group content standards into units of study, identify essential questions to guide student learning, and design summative assessments for those units. Long-term planning also ensures sufficient allocation of instructional time to various skills and concepts throughout the year.

2

WHAT THIS MEANS

Essential Questions

Essential questions are guiding questions that promote student inquiry, curiosity, open discussion, and create opportunities for multiple connections to real-life and other academic subjects.

Assessments

Assessments evaluate students’ mastery of the content standards and allow students to demonstrate their understanding of the essential questions.



3

HOW TO DO THIS**1. Unwrap, prioritize, and group DCPS content standards that students will master in each unit.**

- For instance, a fourth grade math teacher who analyzed and prioritized the content standards might group a set of standards into a unit on division.

2. Articulate essential questions for each unit.

- For instance, a teacher might include, “Why is division the opposite of multiplication?” as one essential question for a unit on division.

3. Create summative assessments for each unit (see also, *Increase Effectiveness 1: Assess Student Progress*).**4. Schedule units onto a calendar.****5. Use diagnostic and formative assessment data to tailor plans to meet the needs of students.**

- For instance, a teacher may alter the length of specific units based on students’ strengths and weaknesses identified in a diagnostic exam.

4

WHAT EXCELLENCE LOOKS LIKE

- Based on the annual student achievement goal, teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) creating well-designed assessments before each unit begins (“beginning with the end in mind”); and 4) allocating an instructionally appropriate amount of time for each unit.
- For any given unit, all or nearly all students (4 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.





EFFECTIVE TEACHERS ... CREATE OBJECTIVE- DRIVEN DAILY LESSONS



1

WHY THIS IS IMPORTANT

Objective-driven daily lessons ensure that all instructional decisions and strategies used in a lesson are chosen to further students' progress toward mastery of the lesson objectives.

2

WHAT THIS MEANS

Effective teachers create lesson plans by ensuring:

- the **objective** of the lesson aligns to a content standard,
- the selected **strategies**, resources, and activities will effectively help students achieve the intended learning objectives, and
- students will be **assessed** on their progress toward mastery.

Effective teachers consistently use data to identify the academic needs of their students and to inform the design of their daily lesson plans.



3

HOW TO DO THIS**1. Write an objective for the lesson that aligns to the content standard being addressed.**

- For instance, to address a standard about figurative language, a teacher writes the following objective: “By the end of the lesson, students will be able to identify and explain the meaning of three similes in *Of Mice and Men*.”

2. Determine how students’ progress toward mastery will be assessed.

- For instance, a teacher may decide to give students an exit slip with five questions to determine mastery of simplifying fractions.

3. Choose instructional strategies, resources, and activities that will most effectively help students achieve the lesson objectives.

- For instance, a teacher may choose to use pattern blocks to teach a lesson on the attributes of shapes.

4

WHAT EXCELLENCE LOOKS LIKE

- Based on the unit plan, teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; 2) matching instructional strategies and resources to the lesson objectives; and 3) designing daily assessments that measure progress towards mastery.





EFFECTIVE TEACHERS ... ADOPT A CLASSROOM BEHAVIOR MANAGEMENT SYSTEM



1

WHY THIS IS IMPORTANT

When behavior management systems are thoughtfully planned and implemented, students have a clear understanding of behavioral expectations, allowing for more instructional time.

2

WHAT THIS MEANS

Successful classroom behavior management systems include:

Norms/Rules that are:

- Clear
- Age appropriate
- Positively worded
- Few in number

Positive and negative consequences that are:

- Appropriate and logical
- Progressive
- Promote the desired behavior
- Minimize disruption to instruction

Tracking Systems that:

- Are easy to manage
- Hold students, groups, and classes accountable



3

HOW TO DO THIS

1. **Clearly define, teach, and model the rules for behavior in your classroom and explain the rationale behind them to your students.**
 - When appropriate, have students contribute to this process to create buy-in.
2. **Clearly explain the consequences for appropriate and inappropriate behavior.**
3. **Use a tracking system that is easy to manage and holds students accountable for their behavior.**
 - Examples: Card Chart, Logs
4. **Be consistent in enforcing the consequences.**

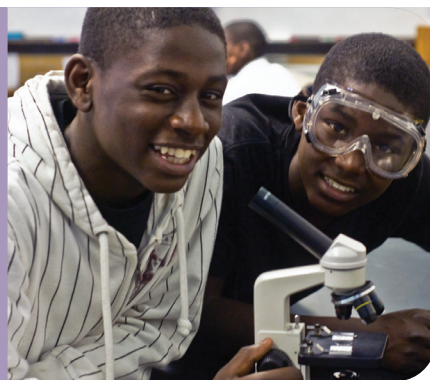
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WHAT EXCELLENCE LOOKS LIKE

- Plan 4: Adopt a Classroom Behavior Management System is not included in the Teaching and Learning Framework Rubric. The action manifests itself in the Teach domain.



EFFECTIVE TEACHERS ... DEVELOP CLASSROOM PROCEDURES AND ROUTINES



1 WHY THIS IS IMPORTANT

Effective procedures and routines support a focus on instruction by maximizing the amount of time students are engaged in active learning. Procedures and routines provide students with clear expectations for classroom activities and minimize time off-task.

2 WHAT THIS MEANS

Effective teachers consistently plan, teach, and implement procedures and routines starting on day one.

Students know what they are expected to be doing throughout the day/class so that both teachers and students can focus on instruction. Effective teachers implement clear step-by-step expectations for all common classroom routines, including:

- Taking attendance
- Distributing materials
- Bringing the classroom to attention
- Sharpening pencils
- Lining up
- Using the restroom
- Transitioning to the lunchroom
- Turning in papers/homework



3

HOW TO DO THIS

1. Identify the activities in your daily schedule that require procedures or routines.
2. Create an efficient procedure for each activity that matches the needs of students and maintains a focus on maximizing instructional time.
3. Explicitly teach, model, and practice each procedure with students.
4. Consistently implement and enforce each procedure.

4

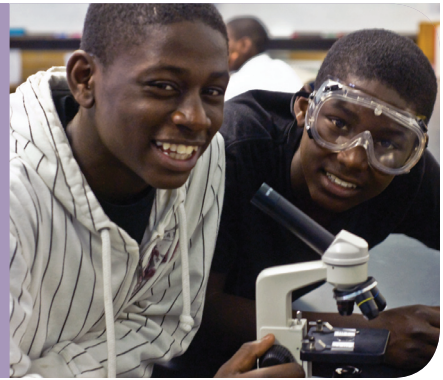
WHAT EXCELLENCE LOOKS LIKE

- Plan 5: Develop Classroom Procedures and Routines is not included in the Teaching and Learning Framework Rubric. The action manifests itself in the Teach domain.





EFFECTIVE TEACHERS ... ORGANIZE CLASSROOM SPACE AND MATERIALS



1

WHY THIS IS IMPORTANT

A well-organized classroom supports instruction, reinforces student learning, provides student recognition, and promotes student achievement.

2

WHAT THIS MEANS

Effective teachers organize all components of their classroom to support learning, including:

Seating arrangements

- Seating arrangements reflect the needs of individual students and the type of learning that is going to take place.

Bulletin Boards

- Bulletin boards support student learning and engagement while providing examples of key instructional strategies and samples of students' work.

Materials

- Materials are easily accessible and can be returned without disrupting the instructional flow.



3

HOW TO DO THIS**1. Arrange your classroom to support instruction.**

- For instance, desks are placed together in groups during a cooperative learning activity.

2. Ensure all materials are ready for use.

- For instance, manipulatives such as pattern blocks are sorted and ready for distribution before beginning a math lesson.

4

WHAT EXCELLENCE LOOKS LIKE

- Plan 6: Organize Classroom Space and Materials is not included in the Teaching and Learning Framework Rubric. The action manifests itself in the Teach domain.



TEACH





EFFECTIVE TEACHERS ... FOCUS STUDENTS ON LESSON OBJECTIVES



1

WHY THIS IS IMPORTANT

When students are clear about the objective of the lesson, they can monitor their progress and take ownership of their learning.

2

WHAT THIS MEANS

Lesson Opening:

Effective teachers focus students on the lesson objective by communicating to students ...

- what they are learning,
- why they are learning it,
- how it connects to prior knowledge, and
- what they will be able to do by the end of the lesson.

Students should be able to ...

- articulate what they are learning and
- articulate what they will be able to do by the end of the lesson.

Lesson Closing:

Effective teachers use the final part of the lesson to ...

- re-emphasize the lesson objective,
- re-emphasize the significance of the lesson, and
- assess students' progress toward mastery.

Clarification

- A teacher using more constructive instruction models, such as inquiry-based learning or Socratic method, will still focus students on a lesson objective by the end of the lesson. For instance, "Today we learned ..." or "What did we discover today?"



3

HOW TO DO THIS**Lesson Opening:**

1. **Focus students on what they will learn in the lesson.**
 - For instance, “Today we are learning about ...”
2. **Communicate to students why they are learning it.**
 - “This is important because ...”
3. **Engage students with opening activities that activate prior knowledge.**
 - “Yesterday we learned about ...”
 - “Tell me what you know already about ...”
4. **Communicate to students what mastery looks like.**
 - “By the end of the day, you will be able to ...”

Lesson Closing:

1. **Re-emphasize the objective of the lesson.**
 - For instance, “What, specifically, did we learn today?”
2. **Re-emphasize the significance of the lesson.**
 - “This will help you ...”
3. **Assess students’ progress toward mastery.**
 - For instance, a teacher uses an exit slip to check whether students can multiply two-digit numbers.

4

WHAT EXCELLENCE LOOKS LIKE

For any given lesson, all or nearly all students (4 of 4 surveyed) can communicate (in a developmentally appropriate manner): 1) the objectives of the lesson; and 2) how mastery of those objectives will be assessed.





EFFECTIVE TEACHERS ... DELIVER CONTENT CLEARLY



1

WHY THIS IS IMPORTANT

Clear delivery of content is critical to helping students meet lesson objectives, to growing their knowledge and skills, and to motivating them to engage in the material.

2

WHAT THIS MEANS

Lesson Opening:

Effective teachers maintain a dynamic presence in the classroom and deliver content in understandable, organized, and memorable ways.

Teachers deliver **factually correct** content ...

- in a well-organized manner that shows progression throughout the lesson,
- by emphasizing key points in a memorable way.

A teacher who maintains a **dynamic presence** ...

- uses engaging body language, tone, and volume;
- orchestrates student learning, acting as a guide and a leader;
- delivers content with confidence;
- conveys enthusiasm for the content; and
- speaks clearly using age-appropriate language.

Clarification

- Effective delivery does not require teachers to be theatrical in their style or presentation. A variety of styles can yield dynamic instruction.



3

HOW TO DO THIS**1. Deliver factually correct content in a well-organized manner using instructional strategies that match the lesson objectives.**

- For instance, a teacher may use cause and effect to explore a concept or use a graphic organizer to teach character traits.

2. Emphasize key points in a memorable way.

- For instance, a teacher may use an analogy to illustrate a key point or use a demonstration to teach about chemical reactions.

3. Use engaging body language, tone, and volume to maintain a dynamic presence.

- For instance, a teacher varies her tone and volume appropriately during instruction to foster student attention.

4

WHAT EXCELLENCE LOOKS LIKE

- Teacher has a dynamic presence in the classroom AND delivers content that: 1) is factually correct; 2) is well-organized; and 3) emphasizes key points.





EFFECTIVE TEACHERS ... ENGAGE ALL STUDENTS IN LEARNING



1

WHY THIS IS IMPORTANT

By ensuring that all students are actively engaged in the lesson, effective teachers provide opportunities for all students to access the content and demonstrate mastery.

2

WHAT THIS MEANS

When students are actively engaged in learning they are ...

- attentive and focused,
- completing the assigned task, and
- participating in activities.

Active engagement includes:

Attentive Listening

- Maintaining eye contact
- Nodding
- Volunteering to answer questions

Participation

- Talking to peers
- Writing
- Calculating
- Experimenting
- Completing assignments
- Asking questions

Clarification

- Active engagement is only meaningful if students are engaged in activities aligned to the content standards.



3

HOW TO DO THIS**1. Use strategies to capture students' attention and connect them to the content or activity.**

- For instance, a teacher uses think-pair-share to increase the level of participation in response to a teacher's question.

2. Circulate around the classroom, monitoring student performance and providing assistance as needed to complete the assigned task.

- For instance, during independent practice in a math class, a teacher circulates to monitor student progress and kneels down to provide assistance to a student who is struggling with long division.

3. Establish and maintain clear expectations for student engagement during the lesson.

- For instance, while working in small groups, all students have assigned roles, such as timekeeper, facilitator, scribe, and reporter.

4

WHAT EXCELLENCE LOOKS LIKE

- With rare exception, all students are actively engaged throughout the lesson.





EFFECTIVE TEACHERS ... TARGET MULTIPLE LEARNING STYLES



1

WHY THIS IS IMPORTANT

By purposefully matching instructional strategies to various student learning styles, effective teachers ensure all students have the opportunity to meet the lesson objectives.

2

WHAT THIS MEANS

To target multiple learning styles, effective teachers vary the **content** or the **process** of their lessons by:

- Using varied media to present content: visual, auditory, kinesthetic, tactile, interpersonal, social, linguistic
- Designing learning centers
- Using graphic organizers
- Teaching to multiple intelligences
- Allowing for student choice



3

HOW TO DO THIS**1. Use instructional strategies that purposefully target the various learning styles of the students.**

- For instance, when teaching acute, right, and obtuse angles, a teacher meets the needs of visual, auditory, kinesthetic, and tactile learners by:
 - Depicting examples on chart paper (visual),
 - Talking through examples of types of angles in everyday life (auditory),
 - Asking students to make various angles using their arms (kinesthetic), and
 - Having students use popsicle sticks to construct various types of angles during independent practice (tactile).

4

WHAT EXCELLENCE LOOKS LIKE

- Teacher purposefully targets the auditory and visual learning styles throughout the lesson AND purposefully addresses 1 other learning style (e.g., tactile, kinesthetic, interpersonal) throughout the lesson or 2 other learning styles at some point in the lesson.





EFFECTIVE TEACHERS ... CHECK FOR AND RESPOND TO STUDENT UNDERSTANDING



1

WHY THIS IS IMPORTANT

By checking for and responding to student understanding during the lesson, effective teachers are able to provide feedback to students and ensure accurate development of knowledge and skills.

2

WHAT THIS MEANS

Effective teachers monitor and respond to student learning during a lesson by:

Using varied methods to check for understanding in real time throughout the lesson.

- Whiteboards
- Popsicle sticks
- Exit Slips

Using appropriate types of questioning.

- Closed (Yes/No) questions
- Open-ended questions

Responding to misunderstandings.

- Scaffolding incorrect answers by breaking the question into smaller, component parts

Enriching student understanding.

- Probing correct answers by asking higher-level follow-up questions

Clarifications

- Effective teachers do not simply ask, “Does everyone understand?” and move forward.
- Effective teachers do not only call on students who have raised their hands.



3

HOW TO DO THIS**1. Use varied methods to check for understanding in real time.**

- For instance, a teacher asks students to respond to a yes/no question by showing either a thumb up or a thumb down.

2. Use appropriate types of questioning.

- For instance, a teacher asks a closed question to quickly check the retention of knowledge from a prior lesson or a teacher asks an open question to promote discussion and higher-order thinking.

3. Check for understanding throughout the lesson.

- For instance, a teacher asks a variety of questions during the activator, the introduction of new material, guided practice, independent practice, and the closing.

4. Respond to misunderstandings and enrich student understanding.

- For instance, a teacher responds to a student's incorrect answer by breaking the question down into smaller, component parts (scaffolding) until the student reaches a correct understanding.
- For instance, a teacher responds to a student's correct answer by asking higher-level follow-up questions ("Why?" / "How do you know?") that broaden the student's thinking.

4

WHAT EXCELLENCE LOOKS LIKE

- Teacher frequently (at least 3 times in a 30-minute observation) checks for understanding in an effective manner.
- Teacher frequently (at least 3 times in a 30-minute observation) responds to student misunderstandings by scaffolding learning in an effective manner.
- Teacher frequently (at least 3 times in a 30-minute observation) responds to students' correct answers by probing for higher-level understanding in an effective manner.





EFFECTIVE TEACHERS ... MAXIMIZE INSTRUCTIONAL TIME



1

WHY THIS IS IMPORTANT

If a teacher increases instructional time by just 15 minutes a day through the use of more efficient routines and procedures, students in that classroom would gain 45 additional hours of instructional time per year.

2

WHAT THIS MEANS

Effective teachers maximize instructional time by ...

- using efficient procedures and routines, and
- maintaining an efficient pace of instruction by adhering to an appropriate amount of time for each phase of the lesson.

Clarification

- Maximizing instruction does not mean teachers stick to a regimented amount of time without monitoring students' progress and understanding. Effective teachers check and respond to student understanding and adapt their lesson, when necessary, by either slowing down or moving faster depending on students' needs.



3

HOW TO DO THIS

1. Use efficient procedures and routines to move students through classroom activities. (see also, *Plan 5: Develop Classroom Procedures and Routines*)

- For instance, a teacher has a system for passing out papers efficiently or for allowing students to move efficiently from desks to the rug.

2. Maintain efficient instructional pacing by spending an appropriate amount of time on each phase of the lesson.

- For instance, a five to ten minute lesson opening is sufficient for a 90-minute instructional block.
- For instance, the introduction of a new skill may demand more time for teacher-led instruction than for student practice. Alternatively, reviewing a skill may require more time for student practice than for teacher-led instruction.

4

WHAT EXCELLENCE LOOKS LIKE

- Almost no instructional time (less than 3 minutes in a 30-minute observation) is lost due to poorly designed routines and procedures, poorly organized materials and space, or poorly executed transitions between activities.





EFFECTIVE TEACHERS ... INVEST STUDENTS IN THEIR LEARNING



1

WHY THIS IS IMPORTANT

When invested in their own learning, students have the incentive and willingness to engage in a lesson, try new tasks, and ask critical questions.

2

WHAT THIS MEANS

Students choose to invest in their own learning when they ...

- find the material worthwhile,
- believe they can achieve,
- form positive relationships with their teacher, and
- feel supported in their efforts.

Effective teachers ensure that they are sending two key messages to their students:

1. "You can succeed if you work hard."
2. "I expect your best."

Effective teachers often seek student input and feedback in order to invest students in their learning. Effective teachers are not afraid to ask students about their interests and opinions.



3

HOW TO DO THIS

1. **Develop relevant lessons that connect to future academic work and to life beyond the classroom.**
 - “The work is important.”
2. **Advocate a theory of malleable intelligence, which holds that everyone is capable of growing their knowledge and skills. Teach students that achievement is a function of effort, not innate ability.**
 - “You can succeed if you work hard.”
3. **Establish high expectations for students and their work. Assign rigorous academic work.**
 - “I expect your best.”
4. **Build supportive relationships with all students. Create a classroom climate that fosters collaboration and support among peers.**
 - “I will never give up on you.”

4

WHAT EXCELLENCE LOOKS LIKE

- All or nearly all students (4 of 4 surveyed) demonstrate evidence that they have internalized 2 core messages from the teacher:
 - 1) “You can succeed if you work hard.” AND
 - 2) “I expect your best.”





EFFECTIVE TEACHERS ... INTERACT POSITIVELY AND RESPECTFULLY WITH STUDENTS



1

WHY THIS IS IMPORTANT

A classroom where positive and respectful interactions are the norm is likely a safe place where students will work hard and achieve at high levels.

2

WHAT THIS MEANS

Positive components of interaction may include, but are not limited to:

- shared activities,
- social conversation,
- smiling,
- laughter,
- enthusiasm,
- praise,
- eye contact,
- warm and calm voices, and
- respectful language.

Effective teachers extend their positive interactions with students beyond their classroom walls and into the hallways of the school before, during, and after the school day.



3

HOW TO DO THIS**1. Display a positive affect when interacting with students.**

- For instance, a teacher demonstrates enthusiasm for student success by congratulating the class for exemplary performance on an assessment.

2. Build relationships with students by showing interest in individual students and by providing students with individual acknowledgement.

- For instance, a teacher greets students as they enter the classroom.

3. Demonstrate respect for students.

- For instance, a teacher uses a calm, clear voice and respectful language when redirecting off-task behavior.

4

WHAT EXCELLENCE LOOKS LIKE

- There is significant evidence that the teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the teacher.





EFFECTIVE TEACHERS ...

REINFORCE POSITIVE BEHAVIOR, REDIRECT OFF-TASK BEHAVIOR, AND DE-ESCALATE CHALLENGING BEHAVIOR



1

WHY THIS IS IMPORTANT

By reinforcing positive behavior and redirecting off-task behavior, effective teachers maximize instructional time and provide a safe and productive learning environment for all students.

2

WHAT THIS MEANS

Effective teachers reinforce positive behavior by using:

- Recognition
- Praise
- Rewards/Positive Consequences

Effective teachers redirect off-task behavior without disrupting the flow of instruction by using:

- Prompts
- Proximity control
- Non-verbal signals

Effective teachers calmly, quickly, and appropriately de-escalate challenging behaviors to return students to learning as promptly as possible.

Clarification

- Under all circumstances a teacher should follow the district's discipline policy. This policy has been put in place to ensure a safe and effective learning environment for you *and* your students.



3

HOW TO DO THIS**1. Regularly communicate desired behaviors to students.**

- “Please show me that you have completed number 1 by placing all eyes on me.”

2. Recognize, praise, or reward students who are demonstrating the expected behaviors.

- “I know Anthony has completed number 1 because he is looking up at me.”

3. When possible, reengage students without disrupting the flow of instruction.

- For instance, the teacher moves close to a group of students who are whispering to each other.

4. When challenging behaviors arise, respond calmly, quickly, and in alignment with the DCPS Student Discipline Code (DCMR, Chapter 25) and established classroom consequences.

- For instance, if a student is crying at her desk, the teacher approaches the student, attempts to calm her, and returns her to learning without disrupting the rest of the class.
- For instance, if a teacher finds a student leaving school without permission, she responds using a disciplinary action outlined in the Tier III responses of the district's discipline policy.

4

WHAT EXCELLENCE LOOKS LIKE

- There are almost no instances (5 or fewer in a 30-minute observation) of inappropriate or off-task behavior.
- Teacher frequently (11–15 times in a 30-minute observation) reinforces positive behavior in a genuine manner and there is evidence that students reinforce the positive behavior of their peers.
- Teacher almost always addresses inappropriate, off-task, or challenging behavior efficiently.

INCREASE EFFECTIVENESS





EFFECTIVE TEACHERS ... ASSESS STUDENT PROGRESS



1

WHY THIS IS IMPORTANT

Assessing student progress allows effective teachers to determine standards mastery, to evaluate lesson effectiveness, and to make informed decisions about students' needs.

2

WHAT THIS MEANS

Assessment Methods

Assessment methods include:

Selected Response

- Multiple Choice
- True /False

Constructed Response

- Short Answer
- Essay

Performance Tasks

- Project
- Presentation

Personal Communication

- Log or Journal
- Portfolio

Routine Use

Effective teachers routinely use daily, weekly, and/or unit assessments to track student progress and inform instruction.

Well-designed

- Effective assessment methods and items accurately measure the lesson objective or unit goals.
- Effective teachers use a variety of assessment methods and question formats.

Multiple Opportunities

- Effective teachers provide multiple opportunities over the course of the unit or year for students to demonstrate mastery. For instance, if a student does not demonstrate mastery initially, he should be retaught the content and be provided additional assessment opportunities.



3

HOW TO DO THIS**1. Define mastery. “How will you know your students have mastered the learning goal(s)?”**

- For instance, students demonstrate an understanding of the circulatory system by identifying the parts and functions of the system.

2. Consider the quality and alignment of pre-made assessment tools. Adopt or modify these tools, as needed.

- For instance, a math teacher finds a chapter test in the textbook to assess students’ mastery of fractions. The teacher uses two-thirds of the test and creates three additional word problems aligned with the content standards covering fractions.

3. If creating your own assessment, choose appropriate assessment methods and design assessment items.

- For instance, a social studies teacher develops a map-based assessment to measure a geographic skill objective.

4. Assess students.

4

WHAT EXCELLENCE LOOKS LIKE

Teacher: 1) routinely uses assessments to measure student mastery of content standards; 2) provides students with multiple ways of demonstrating mastery (e.g., selected response, constructed response, performance task, and personal communication); and 3) provides students with multiple opportunities during the unit to demonstrate mastery.





EFFECTIVE TEACHERS ... TRACK STUDENT PROGRESS DATA



1

WHY THIS IS IMPORTANT

To best meet the needs of students and inform instructional planning, effective teachers are acutely aware of their students' mastery levels in relation to their overall achievement goals.

2

WHAT THIS MEANS

Teachers regularly record and monitor a variety of student data, such as:

- Assessment data
- Assignment completion data
- Special needs data (IEP goals, 504 plans)
- Attendance data
- Observational data
- Behavioral data

Tracking systems should:

- indicate progress over time,
- inform students and teachers of their progress, and
- align to objectives and goals.



3

HOW TO DO THIS

- 1. Use tracking systems that are efficient and easy to use.**
 - Grading programs (e.g., Excel, Grade Pro)
- 2. Routinely and promptly organize data in a meaningful way.**
 - Check attendance daily
 - Grade assessments, constructed responses, exit slips
- 3. Determine student progress and mastery toward goals.**
- 4. Share progress with students and stakeholders.**

4

WHAT EXCELLENCE LOOKS LIKE

- Teacher: 1) routinely records the student progress data gathered in IE 1; 2) uses a system (e.g. gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) at least 1/2 of the students (2 or more of 4 surveyed) know their progress toward mastery.





EFFECTIVE TEACHERS ... IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA



1

WHY THIS IS IMPORTANT

Effective teachers improve their teaching practices by analyzing and reflecting on data. If students are not mastering the content standards, it is the teacher's responsibility to modify instruction and re-teach the content.

2

WHAT THIS MEANS

Effective teachers examine various sources of data including achievement, behavior, attendance, and student feedback data. They identify specific trends in the data, including:

- Number of students who did not master an objective
- Frequency of disruptive behavior
- Percentage of students absent

Effective teachers also identify areas for improvement (e.g. planning lessons, delivering instruction, managing learning environment) and make strategic and thoughtful modifications to instructional practices.

Finally, effective teachers re-teach content, as necessary.



3

HOW TO DO THIS

- 1. Look for trends in data that identify gaps in students' progress towards achievement goals.**
 - For instance, 50% of students incorrectly answered the same question on the DC BAS.
- 2. Identify possible instructional factors that may have contributed to gaps in students' progress.**
 - For instance, a teacher may identify ineffective instructional delivery or a misaligned assessment as negatively impacting student progress.
- 3. Generate possible solutions to identified gaps in student achievement.**
 - For instance, a teacher contacts her Instructional Coach for strategies to improve her classroom management system.
- 4. Strategically revise instructional approaches and re-teach to ensure that students master the learning objective.**
 - For instance, a teacher re-introduces the lesson using a media clip as an alternative to a lecture format.
- 5. Thoughtfully modify long-term plans to ensure student success and mastery.**

4

WHAT EXCELLENCE LOOKS LIKE

- In response to IE 2, teacher: 1) re-teaches, as appropriate; 2) modifies long-term plans, as appropriate; and 3) modifies practice, as appropriate.



TLF RUBRIC: PLAN

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

LEVEL 4 (HIGHEST)					LEVEL 3					LEVEL 2					LEVEL 1 (LOWEST)									
TLF P1: DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS																								
TLF P1A					Teacher develops an ambitious and measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.					Teacher develops a measurable annual student achievement goal for her/his class that is aligned to the DCPS content standards.					Teacher develops a measurable annual student achievement goal for her/his class.					Teacher develops a general annual student achievement goal for her/his class OR does not develop a goal at all.				
TLF P1B					All or nearly all students (4 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.					Most students (3 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.					Half of the students (2 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.					Less than 1/2 of the students (1 or 0 of 4 surveyed) can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.				
TLF P2: CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS																								
TLF P2A					Based on the annual student achievement goal, Teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) creating well-designed assessments before each unit begins ("beginning with the end in mind"); and 4) allocating an instructionally appropriate amount of time for each unit.					Based on the annual student achievement goal, Teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; 2) articulating well-designed essential questions for each unit; and 3) creating well-designed assessments before each unit begins ("beginning with the end in mind").					Based on the annual student achievement goal, Teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; and 2) articulating well-designed essential questions for each unit.					Teacher does not plan units by identifying the DCPS content standards that her/his students will master in each unit OR does not articulate well-designed essential questions for each unit.				
TLF P2B					For any given unit, all or nearly all students (4 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.					For any given unit, most students (3 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.					For any given unit, 1/2 of the students (2 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.					For any given unit, less than 1/2 of the students (1 or 0 of 4 surveyed) can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.				
TLF P3: CREATE OBJECTIVE-DRIVEN LESSON PLANS																								
TLF P3					Based on the unit plan, Teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; 2) matching instructional strategies to the lesson objectives; and 3) designing daily assessments that measure progress towards mastery.					Based on the unit plan, Teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; and 2) matching instructional strategies to the lesson objectives.					Based on the long-term plan, Teacher plans daily lessons by identifying lesson objectives that are aligned to the DCPS content standards.					Teacher has little or no evidence of daily lesson planning based on the DCPS content standards.				

Each line of the rubric is assessed independently.

TLF RUBRIC: TEACH

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

					LEVEL 1 (LOWEST)	LEVEL 2	LEVEL 3	LEVEL 4 (HIGHEST)
TLF T1: FOCUS STUDENTS ON LESSON OBJECTIVES								
TLF T1	For any given lesson, all or nearly all students (4 of 4 surveyed) can communicate (in a developmentally appropriate manner): 1) the objectives of the lesson; and 2) how mastery of those objectives will be assessed.	For any given lesson, most students (3 of 4 surveyed) can communicate (in a developmentally appropriate manner): 1) the objectives of the lesson; and 2) how mastery of those objectives will be assessed.	For any given lesson, 1/2 of the students (2 of 4 surveyed) can communicate (in a developmentally appropriate manner): 1) the objectives of the lesson; and 2) how mastery of those objectives will be assessed.	For any given lesson, less than 1/2 of the students (1 or 0 of 4 surveyed) can communicate (in a developmentally appropriate manner): 1) the objectives of the lesson; and 2) how mastery of those objectives will be assessed.				
TLF T2: DELIVER CONTENT CLEARLY								
TLF T2	Teacher has a dynamic presence in the classroom AND delivers content that: 1) is factually correct ; 2) is well-organized ; and 3) emphasizes key points.	Teacher has a solid presence in the classroom AND delivers content that: 1) is factually correct ; and 2) is well-organized .	Teacher has a solid presence in the classroom AND delivers content that is factually correct .	Teacher has an inadequate presence in the classroom OR delivers factually incorrect information.				
TLF T3: ENGAGE ALL STUDENTS IN LEARNING								
TLF T3	With rare exception, all students are actively engaged throughout the lesson.	Approximately 3/4 of the students are actively engaged throughout the lesson.	Approximately 1/2 of the students are actively engaged throughout the lesson.	Less than 1/2 of the students are actively engaged throughout the lesson.				
TLF T4: TARGET MULTIPLE LEARNING STYLES								
TLF T4	Teacher purposefully targets the auditory and visual learning styles throughout the lesson AND purposefully addresses 1 other learning style (e.g., tactile, kinesthetic, interpersonal) throughout the lesson or 2 other learning styles at some point in the lesson.	Teacher purposefully targets the auditory and visual learning styles throughout the lesson AND purposefully addresses 1 other learning style (e.g., tactile, kinesthetic, interpersonal) at some point in the lesson.	Teacher purposefully targets the auditory and visual learning styles throughout the lesson.	Teacher purposefully targets only the auditory learning style.				

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DCPS Teaching and Learning Framework

TLF RUBRIC: TEACH

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TIF T5: CHECK FOR AND RESPOND TO STUDENT UNDERSTANDING DURING THE LESSON				
	LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
TIF T5A	Teacher frequently (at least 3 times in a 30-minute observation) checks for understanding in an effective manner.	Teacher sometimes (twice in a 30-minute observation) checks for understanding in an effective manner.	Teacher rarely (once in a 30-minute observation) checks for understanding in an effective manner.	Teacher never checks for understanding in an effective manner.
TIF T5B	Teacher frequently (at least 3 times in a 30-minute observation) responds to student misunderstandings by scaffolding learning in an effective manner.	Teacher sometimes (twice in a 30-minute observation) responds to student misunderstandings by scaffolding learning in an effective manner.	Teacher rarely (once in a 30-minute observation) responds to student misunderstandings by scaffolding learning in an effective manner.	Teacher never responds to student misunderstandings by scaffolding learning in an effective manner.
TIF T5C	Teacher frequently (at least 3 times in a 30-minute observation) responds to students' correct answers by probing for higher-level understanding in an effective manner.	Teacher sometimes (twice in a 30-minute observation) responds to students' correct answers by probing for higher-level understanding in an effective manner.	Teacher rarely (once in a 30-minute observation) responds to students' correct answers by probing for higher-level understanding in an effective manner.	Teacher never responds to students' correct answers by probing for higher-level understanding in an effective manner.
TIF T6: MAXIMIZE INSTRUCTIONAL TIME				
TIF T6	Almost no instructional time (less than 3 minutes in a 30-minute observation) is lost due to poorly designed routines and procedures, poorly organized materials and space, or poorly executed transitions between activities.	Little instructional time (approximately 5 minutes of a 30-minute observation) is lost due to poorly designed routines and procedures, poorly organized materials and space, or poorly executed transitions between activities.	Some instructional time (approximately 10 minutes of a 30-minute observation) is lost due to poorly designed routines and procedures, poorly organized materials and space, or poorly executed transitions between activities.	Significant instructional time (approximately 15 minutes of a 30-minute observation) is lost due to poorly designed routines and procedures, poorly organized materials and space, or poorly executed transitions between activities.
TIF T7: INVEST STUDENTS IN THEIR LEARNING				
TIF T7	All or nearly all students (4 of 4 surveyed) demonstrate evidence that they have internalized 2 core messages from the Teacher: 1) "You can succeed if you work hard." AND 2) "I expect your best."	Most students (3 of 4 surveyed) demonstrate evidence that they have internalized 2 core messages from the Teacher: 1) "You can succeed if you work hard." AND 2) "I expect your best."	Half of the students (2 of 4 surveyed) demonstrate evidence that they have internalized 2 core messages from the Teacher: 1) "You can succeed if you work hard." AND 2) "I expect your best."	Less than 1/2 of the students (1 or 0 of 4 surveyed) demonstrate evidence that they have internalized 2 core messages from the Teacher: 1) "You can succeed if you work hard." AND 2) "I expect your best."

Each line of the rubric is assessed independently.

TLF RUBRIC: TEACH

NOTE: In 2009–2010, only the TEACH domain of the Teaching and Learning Framework will be part of the teacher assessment process.

LEVEL 4 (HIGHEST)					LEVEL 3					LEVEL 2					LEVEL 1 (LOWEST)									
TLF T8: INTERACT POSITIVELY AND RESPECTFULLY WITH STUDENTS																								
TLF T8					There is significant evidence that the Teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the Teacher.					There is some evidence that the Teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the Teacher.					There is little evidence that the Teacher has a positive rapport with her/his students, as demonstrated by displays of positive affect, evidence of relationship building, and no instances of disrespect by the Teacher.					There is no evidence that the Teacher has a positive rapport with her/his students OR 1 or more instances of disrespect by the Teacher.				
TLF T9: REINFORCE POSITIVE BEHAVIOR, REDIRECT OFF-TASK BEHAVIOR, AND DE-ESCALATE CHALLENGING BEHAVIOR																								
TLF T9A					There are almost no instances (5 or fewer in a 30-minute observation) of inappropriate or off-task behavior.					There are few instances (6–10 in a 30-minute observation) of inappropriate or off-task behavior.					There are many instances (11–15 in a 30-minute observation) of inappropriate or off-task behavior.					Inappropriate or off-task behavior occurs throughout the entire lesson .				
TLF T9B					Teacher frequently (11–15 times in a 30-minute observation) reinforces positive behavior in a genuine manner AND there is evidence that students reinforce the positive behavior of their peers.					Teacher frequently (11–15 times in a 30-minute observation) reinforces positive behavior in a genuine manner.					Teacher sometimes (6–10 times in a 30-minute observation) reinforces positive behavior in a genuine manner.					Teacher rarely (5 or fewer times in a 30-minute observation) reinforces positive behavior in a genuine manner.				
TLF T9C					Teacher almost always addresses inappropriate, off-task, or challenging behavior efficiently.					Teacher sometimes addresses inappropriate, off-task, or challenging behavior efficiently.					Teacher rarely addresses inappropriate, off-task, or challenging behavior efficiently.					Teacher does not address off-task, or challenging behavior efficiently.				

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DCPS Teaching and Learning Framework

TLF RUBRIC: INCREASE EFFECTIVENESS

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					LEVEL 1 (LOWEST)	LEVEL 2	LEVEL 3	LEVEL 4 (HIGHEST)
TLF IE1: ASSESS STUDENT PROGRESS								
TLF IE1	Teacher: 1) routinely uses assessments to measure student mastery of content standards; 2) provides students with multiple ways of demonstrating mastery (e.g., selected response, constructed response, performance task, and personal communication); and 3) provides students with multiple opportunities during the unit to demonstrate mastery.	Teacher: 1) routinely uses assessments to measure student mastery of content standards; and 2) provides students with multiple ways of demonstrating mastery (e.g., selected response, constructed response, performance task, and personal communication).	Teacher routinely uses assessments to measure student mastery of content standards.	Teacher does not routinely use assessments to measure student mastery of content standards.				
TLF IE2: TRACK STUDENT PROGRESS DATA								
TLF IE2	Teacher: 1) routinely records the student progress data gathered in IE 1; 2) uses a system (e.g., gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) at least 1/2 of the students (2 or more of 4 surveyed) know their progress toward mastery.	Teacher: 1) routinely records the student progress data gathered in IE 1; and 2) uses a system (e.g., gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery.	Teacher routinely records the student progress data gathered in IE 1.	Teacher does not routinely record student progress data gathered in IE 1.				
TLF IE3: IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA								
TLF IE3	In response to IE 2, Teacher: 1) re-teaches , as appropriate; 2) modifies long-term plans , as appropriate; and 3) modifies practice , as appropriate.	In response to IE 2, Teacher: 1) re-teaches , as appropriate; and 2) modifies long-term plans , as appropriate.	In response to IE 2, Teacher re-teaches , as appropriate.	Teacher does not re-teach .				

Each line of the rubric is assessed independently.

